DOCUMENT RESUME

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ABSTRACT

This volume presents suggested curriculum guidelines for an effective bilingual program, with specific focus on instruction in health, science, social studies, New Mexico history, English as a second language, and multiculturalism, at the first grade level. The philosophy of the program views bilingual education as a vehicle and pedagogical tool to be used to better prepare all children to function in society. The point of departure for formal learning and formal training is the linguistic and cultural heritage that the child brings to the school situation. The Learning Loop method is used, involving five basic steps in the presentation of all subject matter: (1) diagnosis--recognizing the child's needs; (2) prescription--outlining the child's learning activities; (3) commitment --willingness of the child to learn; (4) treatment -- teaching time spent; and (5) evaluation of the child's accomplishments. The volume is divided into six major sections, each dealing with one of the subject areas and itself divided into smaller units. The guidelines for each unit are presented in terms of concept or objective to be taught, content, resources and materials, and evaluation. Criterion-referenced inventory cards for student evaluation accompany the text. (CLK)

FL007509

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SUGGESTED CURRICULUM GUIDELINES FOR AN EFFECTIVE BILINGUAL PROGRAM 1973 - 1974

SALUD.....HEALTH

CIENCIA.....SCIENCE

CIENCIA SOCIAL.....SOCIAL STUDIES

HISTORIA DE NUEVO MEXICO.....NEW MEXICO

INGLES COMO SEGUNDO IDIOMA.....ENGLISH AS A SECOND LANGUAGE

MULTICULTURALISMO.....MULTICULTURALISM

.....

FIRST GRADE LEVEL I

SOUTHEASTERN NEW MEXICO BILINGUAL PROGRAM
ARTESIA PUBLIC SCHOOLS
ARTESIA, NEW MEXICO 88210

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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M E T H O D O L O G Y

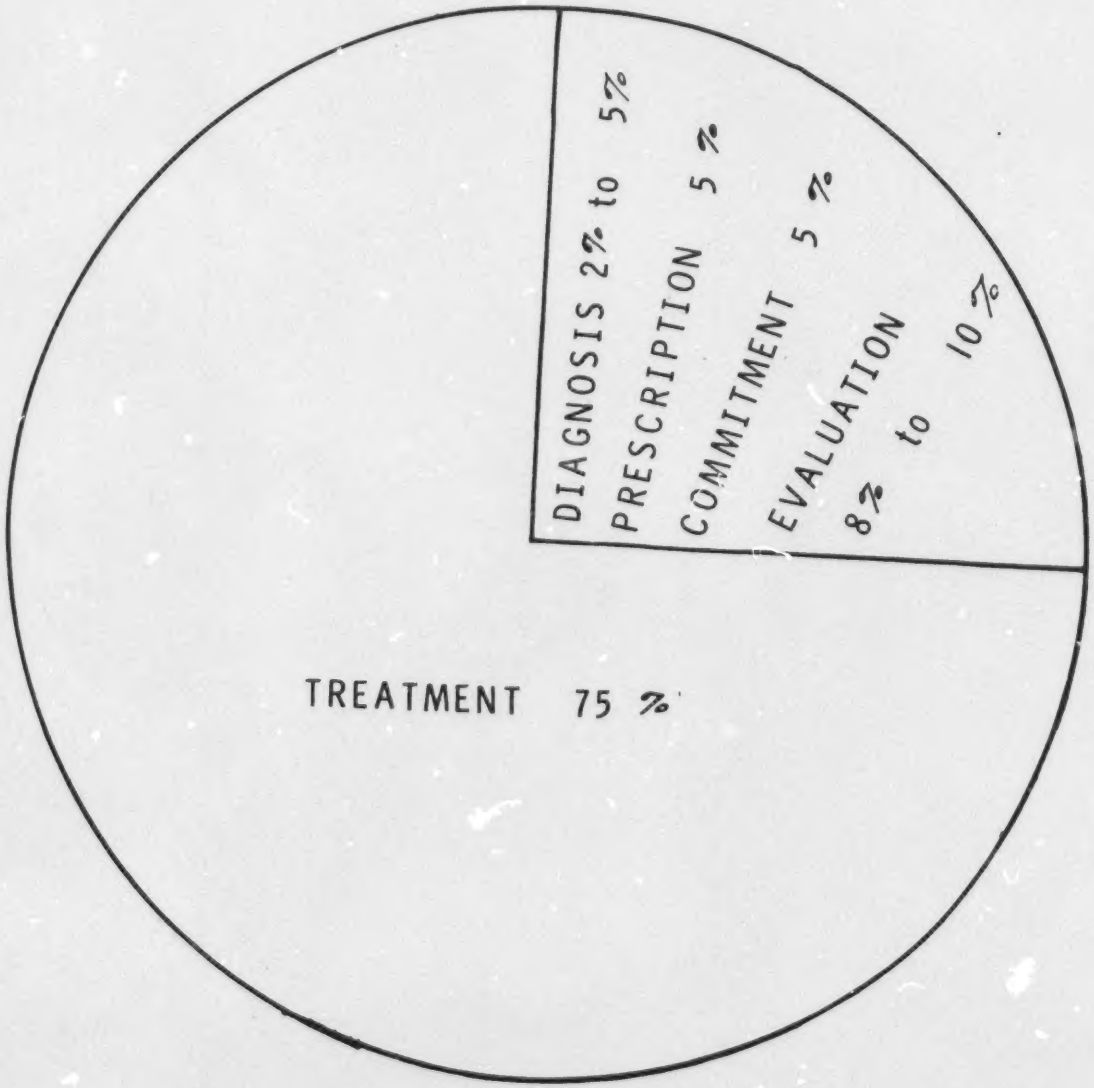
The Methodology which is proposed for Level I in Health, Science, Social Studies, History of New Mexico, English As A Second Language and Multiculturalism in the Bilingual Curriculum is structured, but flexible and individualized to meet the needs of the child. Accountability is summarized through Criterion Referenced Cards which affords the learner a higher degree of success in learning.

The Learning Loop Method is used in teaching this level. This approach is in keeping with our Program's philosophy and goals. The teacher's time is allotted as follows: 2% to 5% in Diagnosis, 5% in Prescription, 5% in Commitment, 75% in Treatment, and 8 to 10% in Evaluation. The Paraprofessional will spend most of her/his time in the treatment portion of the Learning Loop. The Criterion Reference Cards will strengthen and reinforce this method by keeping a daily or weekly record of the child's accomplishments.

The following steps should be followed in presenting all subject matter as stated above.

1. Diagnosis ----------(Recognizing child's needs)
2. Prescription --------- (Outling the child's learning activities)
3. Commitment ---------- (Willingness of child to learn)
4. Treatment ---------- (Teaching time spent)
5. Evaluation ---------- (Child's accomplishment)

LEARNING LOOP



CIRCUITO DE APRENDIZAJE

SALUD - First Grade

UNIDAD I — REGLAS PARA LA SEGURIDAD DE FUEGO
- A. Alarma de incendios en la escuela
- B. Reglas para la seguridad cerca de fuegos
- C. Reglas si le enciende a uno la ropa

UNIDAD II — LA HIGIENE DEL CUERPO
- A. Reglas para sostener un cuerpo sano.
- B. Reglas para un cuerpo enfermo

UNIDAD III — EL CUERPO HUMANO
- A. Los sentidos
- B. Los dientes
- C. El cerebro
- D. Laringe
- E. Los pulmones
- F. El corazón
- G. El hígado
- H. El estomago
- I. Los intestinos

UNIDAD IV — ALIMENTOS
- A. Reglas para la preparacion de comidas
- B. Costumbres de la mesa

UNIDAD V — TRANSMITIDORES DE ENFERMIDADES
- A. El cuerpo humano
- B. Enfermos
- C. Animales
- D. Insectos

UNIDAD VI — SENTIMIENTOS
- A. Una persona celosa
- B. Una persona irritada
- C. Una persona timida
- D. Una persona que tiene caballerosidad deportiva
- E. Una persona miedosa

UNIDAD VII — LA ROPA NOS PROTEGA
- A. De plantas con espinas
- V. De plantas venenosas
- C. De diferentes climas

UNIDAD VIII — PERSONAS QUE AYUDAN CON LA SALUBRIDAD
- A. Medico
- B. Enfermera
- C. Dientista
- D. Boticario
- E. Carnicero
- F. Tendero
- G. Lechero
- H. Profesora
- I. Consejera
- J. Principal

FIRST GRADE
SUBJECT: SALUD
Unit 1 Lesson 1

UNIT TITLE: REGLAS DE SEGURIDAD (EN EL CAMPO DEL RECREO)

Concept - Objective	Content	Activities	Resources Materials	Evaluation
Los niños sabrán por lo menos tres reglas que nos permiten jugar con seguridad.	Las reglas son: 1. Sostenerse del columpio con dos manos 2. Sujetarse del pasa manos al subir el resbalador. 3. Permanecer sentados al deslizarse por el resbalador 4. Notificar a la persona encargada allí cuando se lastimen.	La maestra demostrará como deben los niños usar los equipos en el campo del recreo. Los niños discuten la posibilidad de lastimarse en estos equipos y como pueden evitarlo. Los niños repetirán las reglas oralmente. Los niños observarán la película "Safety on the Playground" Dramatizarán las ideas presentadas en la película. Los niños saldrán a jugar tratando de observar las reglas que han aprendido.	Equipos en el campo recreo. la película "Safety on the Playground"	Los niños sabrán tres de las reglas que se han presentado.

FIRST GRADE
SUBJECT: SALUD
Unit 2 Lesson 2

UNIT TITLE: REGLAS PARA CRUZAR CALLES

Concept - Objective	Content	Activities	Resources Materials	Evaluation
Los niños podrán cruzar calles teniendo luces de tránsito y calles no teniendo luces de tránsito.	Cada color de las luces de tránsito significa algo. Hay que tener más cuidado cruzando las calles que no tienen luces de tránsito	Los niños jugarán el juego "Para y Cruza". La maestra tendra tres círculos de cartulinas - un rojo, uno amarillo y otro verde. Explicará que significa cada color. Un niño para la luz de tránsito. Cuando el enseña el círculo verde los niños caminan. Cuando enseña el círculo amarillo paran y luego siguen despació cuando enseña el círculo rojo tienen que parar. Los niños harán más luces pegando los círculos en orden. Los niños cruzarán una calle junto a la escuela que no tenga luz con la maestra. Ella explicará como se tiene que parar uno y mirar a los dos lados antes de cruzar. Entonces cada uno cruzará la calle siguiendo las reglas.	Tres círculos de cartulina uno verde, uno rojo y uno amarillo. Tres círculos uno rojo, uno verde y uno amarillo para cada uno. Calle sin luz de tránsito	Los niños demostrarán como se cruza una calle con luces y sin luces.

FIRST GRADE
SUBJECT: SALUD
Unit 3 Lesson 3

UNIT TITLE: REGLAS DE PREVENCIÓN CONTRA LOS FUEGOS

Concept - Objective	Content	Activities	Resources Materials	Evaluation
Los niños podrán nombrar algunos reglas para prevenir incendios y podrán participar en alarmas de fuego.	Las reglas son: No juegen con cerillo No juegen cerca de estufas o calentadores. No pongán cosas que se pueden quemar donde hay estufas o calentadores. En alarmas de fuego deben: cerrar las ventanas, caminar en fila para afuera y también dejar las puertas cerradas.	Los niños discutirán las maneras de como se empiezan los fuegos y como se pueden controlar o evitar. Los niños practicarán como actuar cuando oyen el alarma de fuego. Los niños visitarán la casa de los bomberos. Los niños pintarán los bomberos apagando fuegos.	Viaje para la casa de los bombomberos.	Los niños nombrarán algunas reglas y participarán en alarmas de fuego.

FIRST GRADE
SUBJECT: SALUD
Unit 3 Lesson I

UNIT TITLE: LIMPIEZA PERSONAL (DEL CUERPO)

Concept - Objective	Content	Activities	Resources Materials	Evaluation
Los niños sabrán que tienen un cuerpo único y que lo deben de estar limpio siempre.	Cada niño en la clase es una persona distincta. Debemos de bañarnos a lo menos una vez a la semana. Debemos de lavarnos cada día con jabón y agua.	Los niños harán figuras de ellos mismos usando un rollo de papel. Practicarán la limpieza del cuerpo usando muñecas. Harán un cartel que enseñera cada día que han venido limpios para la escuela. En otro cartel enseñeran cada semana que se han bañado.	Rollo de papel, lápiz y colores. Muñecas cajetes jabón, agua y toallas. Cartel y estrellas. Cartel y estrellas	Los niños se bañarán una vez por semana y se lavarán cada día.

FIRST GRADE
SUBJECT: SALUD
Unit 3 Lesson 1

UNIT TITLE: COMIDAS Y LA SALUD

Concept - Objective	Content	Activities	Resources Materials	Evaluation
Los niños identificarán los cuatro grupos básicos.	Las comidas están divididas en cuatro grupos: Productos lecheros Carne, huevos y pescado Vegetales y frutas Pan y otros cereles	Discutir el cartel de los cuatro grupos basicos. Aprender por lo menos la mayoria de alimentos en el cartel. Pariar carteras que tienen las alimentos escritos con los dibujos. Nombrar los grupos de cosas que comen los niños, ej: chilé tortillas, atole etc. Dibujar estas comidas y pegarlas al cartel. Recortar de revistas dibujas de comidas y pegarlas en carteles propias. Dividir entre los grupos todo lo que comieran los niños en la cafeteria en un dia.	Cartel de los cuatro grupos Carteras con los alimentos escritos. Papel y colores Cuatro carteles. a. Productos lecheros b. Carne etc. c. Vegetales etc. d. Pan etc.	Los niños podran identificar los grupos donde se hallan varios alimentos.

UNIT TITLE: LA ROPA APROPIADA PARA LOS DIFERENTES TIEMPOS
(NOS VISTEMOS PARA PROTEGERNOS)

Concept - Objective	Content	Activities	Resources Materials	Evaluation
Los niños distinguirán cuales clases de usar según las estaciones.	En el otoño usamos: Camisas con mangas largas y pantalones largos vestidos y blusas con mangas, o sacos ligeros para salir. En el invierno usamos lo mismo y tambien: Sacos gruesos Gorras y orejeras Guantes Calcetines de lana En la primavera usamos: a. trajes con mangas cortas. b. Suéteres o sacos ligeros según el tiempo En el verano usamos: a. trajes sin mangas o con manga corta. b. pantalones cortos.	Discutir las estaciones y como deberiamos de vestir para cada uno. Recortar de revistas dibujos de ropa y pegarlos en sus propios carteles titulados: a. Ropa que usamos en el otoño. b. Ropa que usamos en el invierno. c. Ropa que usamos en la primavera. d. Ropa que usamos en el verano. Traer muñecas y vestidos para vestirlas según ciertos tiempos del año. Hacer muñecas y la ropa de cartulina o papel señalando vestirse según las estaciones.	Cuatro carteles Muñecas y vestidos Cartulina y papel de diferentes colores.	Usando las muñecas de papel los niños las vestirán en maneras propias a tiempos dirigidas por la maestra.

Concept - Objective	Content	Activities	Resources Materials	Evaluation
' médico ayuda a mantenernos aludables y ayudarños cuando stamos enfermos.	El médico tiene sus propios trabajos.	Usando la lámina del médico examinando el munchacho los niños discutirán que está pasando. Dirán a la maestra otros trabajos que hace y ella los escribirá en la pizarra. Leerán los trabajos oralmente en grupos y luego individualmente. Dramatizarán los trabajos ; los otros niños harán el esfuerzo de adivinar el trabajo. Pintarán el trabajo que les gustaría hacer si eran médicos.	S V E Hospital helpers Papel tinmas y brochas	Los niños podrán identificar el médico y explicar que son sus trabajos.

CIENCIAS 1st. Grade

1st 9 weeks:

Unit I WEATHER

A. Cloudy, sunny, rainy, windy days.

Unit II LAS ESTACIONES

A. Fall, Winter, Spring, Summer

2nd 9 weeks:

Unit III EL CUERPO HUMANO

A. Las partes del cuerpo, estructura y función.
B. El hombre es un ser viviente
C. Para vivir el hombre necesita muchas cosas: agua, aire puro y fresco, ejercicio y descanso, alimentos y vestidos.

2 weeks SALUD

3rd 9 weeks:

Unit IV EL MUNDO

A. La tierra
B. El cielo
C. El aire
D. El agua

Unit V DIRECCIONES:

A. Norte, este, oeste, sur

4 weeks SALUD

4th 9 weeks:

Unit VI PLANTAS Y ANIMALES

A. Las plantas crecen y tienen vida
B. Animales que no rodean crecen y tienen vida
C. Las plantas son distintas
D. Los animales son distintos
E. Elementos básicos de la reproducción (los bebés nuevos ... etc.)

FIRST GRADE
SUBJECT: SCIENCE
Unit I Lesson 1

UNIT TITLE: EL TIEMPO

Concept - Objective	Content	Activities	Resources Materials	Evaluation
To discuss the weather concentrate on sunny day and rainy day if teacher feels children can learn cloudy and rainy days should include also.	We can identify a sunny day from a rainy day	Pictures of a sunny day and a rainy day. Tell the children which is which in complete sentences. Have them repeat after doing this for a while ask, which is the sunny day? Which is the rainy day? Have them answer in complete sentences. Also discuss activities which can be done on these days. Ex. - We play ball on a sunny day etc.	Pictures of Sunny day Rainy day Clothing - magazines catalogs	Children will identify a sunny day from a rainy day. Draw a picture of both days.
	We wear different types of clothes for these days.	Discussion of types of clothes worn on these days. Show pictures of different kinds of clothing. Have children tell you what clothing is worn on what days. Pictures from magazines and catalogs.		

UNIT TITLE: THE SEASONS

Concept - Objective	Content	Activities	Resources Materials	Evaluation
The Seasons Introduction to the seasons Discuss each season individually	There are four seasons summer fall winter spring We wear different types of clothing and do different things during each season	Have pictures of the four seasons and hold up for the children to see as you say this is Spring, this fall etc. Repeat several times after children have learned the four. Take one picture a day and talk about it. (a bulletin board could be set up and children can bring or cut out pictures)	Pictures of Seasons from center	Review of seasons Children can point to the season as you call them out. Work on Bulletin board - paste in appropriate sections. For each season on the different days they will select and cut out pictures for the season you're discussing

FIRST GRADE
SUBJECT: SCIENCE
Unit 1 - Lesson 1

UNIT TITLE: THE SECOND 9 WEEKS

Concept - Objective	Content	Activities	Resources Materials	Evaluation
Learn the parts of the body	Identify and name parts of body	Show the children pictures showing different pts. of the body name and point. Use one of the children to demonstrate. point to different pts. of body and the children will name. Have the children stand up and play Simon Says.	Pictures from Language Visual National Textbook Co. Simon Says	Children will be able to draw a person showing all the parts we learned today.

Concept - Objective	Content	Activities	Resources Materials	Evaluation
Make children aw[illegible]at they are living things.	Man is a living thing. He does many things and he needs many things in order to live.	Include children in a discussion of how they are living things. We breathe, we eat, etc. Have them tell you about things that human beings live. Have children pantomime different things a living thing does. Have the others guess what they are doing.		Participation in activities

UNIT TITLE: EL MUNDO

Concept - Objective	Content	Activities	Resources Materials	Evaluation
Try to teach children that the earth is round.	The earth is round The earth is made up of land, water, air	With the use of a globe try to make children understand that the globe represents the world we live in - Give the children time to examine the globe. After Children have had time to do this show them some balls and lead into discussion of the earth is round. Point again to the globe and discuss the different things seen (land, water) Using the paper dolls move them around the globe informing children that people live all over the earth.	Globe Ball Paper dolls	Experience chart with all children participating.

Concept - Objective	Content	Activities	Resources Materials	Evaluation
eview concept of part of the arth is made up of soil	Soil makes up part of the earth The earth is made up of different kinds of soil	Using the globe again review with children the things that make up the earth. Water, land Lead into discussion of what is soil. What do we use it for. Have the children look at the different kinds of soil which you have in the jars. Have them take turns feeling the soil	Several jars of different kinds of soil so children can see the difference.	Experience chart with all children participating.

FIRST GRADE
SUBJECT: SCIENCE
Unit I Lesson 3

UNIT TITLE AIR

Concept Objective	Content	Activities	Resources Materials	Evaluation
Try to teach children that we breathe air. That air is everywhere	We breathe air in order to live	Have children inhale and exhale deeply for a while. Then stop them and ask what they are doing After they have answered ask what they are breathing in tell them they breathe in air. Lead into discussion what is air? Do we see air? Air is all around us. Air is everywhere Include experiment here using a jar of soil. Pour water into the soil and point out that the bubbles which rise and the top are filled with air.	jar of soil	Review children asking individuals questions in regard to the lesson.

FIRST GRADE

[redacted]UBJ[redacted] SC[redacted]E [redacted] [redacted] [redacted] [redacted] [redacted] [redacted] TI[redacted] WATER [redacted] [redacted] [redacted] [redacted] [redacted] [redacted] [redacted] page [redacted]

Unit 1 Lesson 4

Concept - Objective	Content	Activities	Resources Materials	Evaluation
To try to make children comprehend the many uses we have for water.	We have many uses for water	Follow activities shown on pp. 52 and 53. Discuss pictures with children Have them tell you their own experiences. Have children draw their own pictures of ways which we use water	Libro de Ciencia Jugamos y trabajamos No. 1 pp. 52-53.	Experience chart with all children participating. Also participation in activities.

Concept - Objective	Content	Activities	Resources Materials	Evaluation
The sun is a star To try to teach concept of Day and night	The sun is a star and is made up of gases which are constantly burning We have day and night	Lead children into discussion of the sun. What do we see in the sky during the day? Inform the children that the sun is a star, a big star that is closer to earth than other stars Encourage children to ask questions The sun is bright because of gases that are constantly burning. Place some objects in the sunlight and some in the shade. Some are cold, are warm, or hot Follow activities on pp. 30-33 on Science Lead children into discussion after experiments.	La Ciencia Jugamos y trabajamos pp. 30-33	Water color painting Children should be able to paint their concept of the sun.

FIRST GRADE
SUBJECT: SCIENCE
Unit 2 Lesson 1

UNIT TITLE: DIRECTIONS

Concept - Objective	Content	Activities	Resources Materials	Evaluation
To try to teach the four basic directions to the children	We have four basic directions North South West East	Discuss with children that we have four basic directions. Within the room have four children go to the four different directions. Next give the directions card to the children who are standing and have each child hold up his card as you say the name and the rest of the children repeat. After children are familiar with this you may have children in groups or four take turns taking the cards and going to the direction specified on the card Later you can play a game telling a child to pick up a card, go to the specific direction and perform a task Ex. Pick up the card that says North go there and jump three times etc.	Cards and directions in Spanish and English written on them.	Participation by children of activities involved.

FIRST GRADE
SUBJECT: SCIENCE
Unit I Lesson 1

UNIT TITLE: PLANTS

Concept - Objective	Content	Activities	Resources Materials	Evaluation
To introduce children to seeds and try to make them aware that plants grow from seeds	Plants grow from seeds There is a plant inside each seed	Run off a copy of pages 90-91 of Science book Show children seeds and discuss them for awhile Include experiment from Science Manual here Follow activities suggested Children can color worksheet which you have run off.	Libro de Ciencia Seeds Experiment General Problem A: How do plants Grow From Seeds Plant Science Manual No. 5950	Participate in activities by all the children experience chart. Could be made with children participation.

SUBJECT: SCIENCE
Unit 2 Lesson 1

UNIT TITLE: ANIMALS

page

Concept - Objective	Content	Activities	Resources Materials	Evaluation
Introduce children to animals starting with animals which are pets first	We have certain animals which are pets	Discuss with children the animals that we have for pets. Discuss some of the chores we have when we have a pet Set up pictures along the blackboard as you talk about them.	Picture - Story Study Prints Society for Visual Ed. Inc.	Participation in activities volved.
To try to make children understand that they have certain responsibilities when they have pets	We have to perform certain chores in taking care of our pets.	Children can draw a picture of their pet or an anumal they would like to have for a pet.		

SOCIAL STUDIES 1st Grade

Unit I OUR SCHOOL
- A. Physical plant
- B. Rules of the School
- C. Who works at school
- D. Why we go to school
- E. How schools help our country.

Unit II OUR FAMILIES
- A. Members of our family
- B. Different family composition
- C. Relationship of members of the family -- parents, sisters, brothers, grandparents, uncle aunts, cousins, etc.
- D. Contribution of family members to the family unit.

Unit III THE HOME
- A. Concept of house
- B. Life in the home
- C. Care of the home

Unit IV I KNOW MYSELF
- A. Name, age, sex, and what I can do: where I am, when I come to school, where I can go with whom I play, how I feel about different topics.
  1. parts of the body
  2. right-left
  3. near and far
  4. my five senses--sights, sounds and smells of the environment.

Unit V I KNOW MY FRIENDS
- A. Gain understanding and appreciation of peers.
- B. Achieve understanding and discover similarities in people.
- C. Develop democratic skills--taking turns--sharing--etc.

Unit VI I KNOW MY FAMILY
- A. Develope sense of belonging
- B. Understanding of the family organization
- C. Accept authority of adults.
- D. Practice of politeness, order and thoughtfulness

Unit VII FRIENDSHIP
- A. Concept of a friend
- B. Ways of being friends
- C. Friends in other places

Unit VIII OUR NEIGHBORHOOD
- A. Concept of Neighborhood
- B. Responsibilities and duties of neighbors.
- C. Good neighbors, respect, understanding and acceptance of each other.

Unit IX MY RESPONSIBILITIES
- A. All humans have some responsibility in their daily lives.
- B. Children must accept responsibility for their own pets, possessions and behavior.

Unit X COMMUNITY HELPERS

A. Essential people to a functioning community.
   1. police
   2. fireman . . . etc.

B. Why these positions are essential in the community.

Unit XI TRAVEL FROM PLACE TO PLACE

A. Travel is a means to get from one place to another.
B. People travel all over the world.
C. People travel to different places to work, learn, and for enjoyment.
D. Travel can be by land, water, air and space.
E. Modes of transportation for each . . .

Unit XII PLACES I KNOW

A. Places in the community and surrounding area familiar to the children.
   1. homes
   2. churches
   3. parks
   4. stores
   5. farms . . . etc.

Unit XIII OUR STATE (NEW MEXICO HISTORY)

Unit XIV SPECIAL EVENTS

A. Holidays and Special days
B. Celebrations
C. Rodeos
D. Circus
E. Fairs

FIRST GRADE
SUBJECT: SOCIAL STUDIES
UNIT 1 LESSON 1

UNIT TITLE: OUR SCHOOL

Concept - Objective	Content	Activities	Resources Materials	Evaluation
Each classroom is an important part of the school plant. Each child should become acquainted with physical plant.	Teaching names of different rooms and objects in school building	Take tour of school explaining each room and its use. Point out important objects in each room	Physical plant of school	Discussion of tour-rooms their uses and functions of objects seen.

FIRST GRADE
SUBJECT: SOCIAL STUDIES
UNIT 2 LESSON 1

UNIT TITLE: OUR FAMILIES

Concept - Objective	Content	Activities	Resources Materials	Evaluation
To teach concept of who and what comprise a family. Identification of family.	Mother, Father, boys, girls, pets, grandmother	Have children describe their families. Have them arrange their family on flannel board with cut outs representing different family members, or draw or paint their families including all members dining in the home.	Flannel board and cut outs or flannel backed pictures, or crayons and/or paint - large paper	Class viewing and discussion of flannel arrangement or pictures. 1. Who is this? 2. Is he/she mother, father, sister, brother, grandmother, etc. 3. do they all live in your house?

FIRST GRADE
SUBJECT: SOCIAL STUDIES
UNIT 3 LESSON 1

UNIT TITLE: THE HOME

Concept - Objective	Content	Activities	Resources Materials	Evaluation
To teach the concept of a house	Exposure of different types of houses. Trailers, apartments, large houses, small houses	Have children as a group review and identify what they are. Explain and discuss each one. Have children draw their home as well as they can as to what type it is.	Pictures of different types of houses Paper, crayons, pencils	Review and display pictures with the entire class. Questions 1. What type of home is this? apartment, trailer, large home, small homes. 2. family home, etc.

FIRST GRADE
SUBJECT: SOCIAL STUDIES
UNIT 4 LESSON 1

UNIT TITLE: KNOW MYSELF

Concept - Objective	Content	Activities	Resources Materials	Evaluation
Teach child self-identification and self-awareness.	Child's name, age, sex, self-description, grade level	Have children seated in a circle. Have magnetic board and cut outs of body and different colors of hair Have dresses for girl cut outs and pants and shirt for boy cut outs. Have each child construct self. Then tell who he is, his age, sex and grade. Make some children construct entire body and dress it according to sex. (Film series available for this unit) "Getting to Know Me"	Magnetic body parts and clothes from Peabody kit primary level. or flannel board and cut outs for body and clothes. SVE Series Getting to Know Me Bilingual Center	Evaluation done when each child constructs self and gives name, age, sex, grade etc.

FIRST GRADE
SUBJECT: SOCIAL STUDIES
UNIT 5 LESSON 1

UNIT TITLE: KNOW MY FRIENDS

Concept - Objective	Content	Activities	Resources Materials	Evaluation
Children will learn to know and appreciate their peers for their personalities opinions and achievements	Children should learn to know and appreciate their peers.	Have children form a circle and tell about their friends and how they have fun together		Does the child respect his friends? Can he describe friends? Does he appreciate the individual and the group?
		Draw pictures of their friends. Children may dictate friends names for teacher to write	Tempra paints or crayons, paper chalkboard	

UNIT TITLE: I KNOW MY FAMILY.

Concept - Objective	Content	Activities	Resources Materials	Evaluation
To teach that the family is an organized group of persons who live together in an intimate relationship	The composition of family groups differ. The place of the child in a family group differs.	Talk about pictures of family members (which is the father, mother, etc.) (Man-father, Woman-mother) Finger play "The Family" Directions: Make Hand into fist introduce each one in order.	Peabody Kit A This is the father so full of cheer. This is the mother we hold so dear. This is the brother so strong and tall. This is the sister so pretty and small. This is the baby, the shortest of all; So here they all together meet, this happy family is now complete.	Does the child have a feeling of belonging at home? Can the child identify his family group. Are the child's association and dramatization of character, roles appropriate.

SUBJECT: SOCIAL STUDIES
UNIT 7 LESSON 1

UNIT TITLE: FRIENDSHIP

Concept - Objective	Content	Activities	Resources Materials	Evaluation
To teach definition of concept of a friend	A friend is someone who makes you happy	Group discussion of what can be a friend. Can only people of our own age be our friends? Can animals be our friends? Identify some friend of members of class why are these people or animals friends?		Does Child have concept what is a friend?

Concept - Objective	Content	Activities	Resources Materials	Evaluation
To teach concept of neighborhood	Within an urban area where are compact regions in which many families live near one another A neighborhood contains dwellings, places of business and possibly school	Have children identify where they live. Talk about some different neighborhoods of class members. Students may paint in their concept of a neighborhood. Should be done with teacher supervision	tempra paint brushes large paper	Does child perceive concept of neighborhood concept.

Concept - Objective	Content	Activities	Resources Materials	Evaluation
To teach concept of what is responsibility	Responsibility is taking care of things that are ours. Responsibility is doing well what we are asked to do Responsibility is helping at home.	Discuss briefly the responsibilities of children Jobs they may have at home etc. To introduce film. Show Filmstrip "Being Responsible"	Eyegate Social Behavior series Filmstrip. "Being Responsible" Roselawn Library	Discuss with class what they derived from the film. Listen for concepts of responsibility.

FIRST GRADE
SUBJECT: SOCIAL STUDIES
UNIT 10 LESSON 1

UNIT TITLE: COMMUNITY HELPERS

Concept - Objective	Content	Activities	Resources Materials	Evaluation
People work to provide our needs. Child should be aware of the worth of these responsible workers in the community	Different workers provide for our needs	With the flannel board and cut outs discuss who performs the various services in the community. Ex: which one of you know who we would call if there was a fire in our home? Why would we call that certain man? What does he do? If there was no fireman who then would help us put out fires in our town? Do you think this man, has an important job in our town.	Instructo flannel board kit. Community helpers Bilingual Center or Instructo Puppet Playmater Bilingual Center	Within the discussion determine of the child realizes the existence, and worth of the community helpers.

FIRST GRADE
SUBJECT: SOCIAL STUDIES
UNIT II LESSON 1

UNIT TITLE: TRAVEL FROM PLACE TO PLACE

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Concept - Objective	Content	Activities	Resources Materials	Evaluatio
Travel is a means of getting from place to place near or far by different methods	Define travel and it's different methods	Discuss going from place to place. Set up pictures in room of different places in the town and places far away. Discuss where these places are and what we would do if we wanted to travel there. Introduce different methods of travel such as car, train, etc. with pictures. Give each child a place to go and have him choose which method he would use to get there. Stress practicability of mode of travel	Peabody Kit Study prints Peabody Kit. (Transportation)	Determine if each ch perceived the concept o and modes of travel by of the activity involve

FIRST GRADE
SUBJECT: SOCIAL STUDIES
UNIT 12 LESSON 1

UNIT TITLE: TRAVEL FROM PLACE TO PLACE

Concept - Objective	Content	Activities	Resources Materials	Evaluation
To teach child about places that will provide for his needs	Various places in the community and out of the community that provide products and service essential to the child.	This unit could begin with the stores in town. Discuss with students the different types of stores in our town and why they are there. What services do these stores provide for us. Have children write experience story about going to stores with their families.	chalkboard, paper, pencils	Evaluate from response to experience story after discussion

Concept - Objective	Content	Activities	Resources Materials	Evaluation
NEW MEXICO	HISTORY ------			
	REFER TO NEW MEXICO UNIT			

Concept - Objective	Content	Activities	Resources Materials	Evaluation
To teach child the reason for nd the why of Thanksgiving	The Thanksgiving story	tell story with pictures or if available flannel board figures on the first thanksgiving Discuss the story with the children - why the first thanksgiving was held. Have them draw, paint or cut out some of the traditional Thanksgiving symbols. (Film available on First Thanksgiving in Roselawn Library). Discuss current Thanksgiving customs.	materials to be chosen by teacher	Evaluation may be done within the discussion of the story--each child should participate.

FIRST GRADE
SUBJECT: NEW MEXICO
Unit 1 Lesson 1

Concept - Objective	Content	Activities	Resources Materials	Evaluation
Learn State song in English	O Fair New Mexico	Listen to 1st verse as read from chalkboard Discuss song and meaning Read (with help) together 1st verse from chalkboard.	1st verse of "O Fair New Mexico"	All children will participate.

Concept - Objective	Content	Activities	Resources Materials	Evaluation
Continue State song in English	"O Fair New Mexico"	Copy 1st verse from chalkboard. Reread song. Listen to words with music. Sing song.	1st verse of O Fair New Mexico Record or tape of song.	The children will be able to begin to sing song.

Concept · Objective	Content	Activities	Resources Materials	Evaluation
Spanish state song	Así es Nuevo México	Review state song in English Discuss reason for Spanish song. Listen to 1st verse as read from chalkboard. Read (with help) together 1st verse from chalkboard.	1st verse of Así es Nuevo México	All children will participate.

Concept - Objective	Content	Activities	Resources Materials	Evaluation
Continue Spanish song in English.	Así es Nuevo México.	Review state song in English. Copy 1st verse from chalkboard of Asi es Nuevo Mexico. Listen to words with Music. Sing Song Reread - Asi es Nuevo Mexico.	Así es Nuevo México Record or tape of Así es Nuevo Mexico	All children will participate.

FIRST GRADE
SUBJECT: NEW MEXICO
Unit 5 Lesson 1

Concept - Objective	Content	Activities	Resources Materials	Evaluation
To learn shape of state and location of town	State as a whole and Artesia.	Discuss Maps. What use they have. Look at U. S. Map. How is it divided? New Mexico is one of many states. What shape does our state have? Draw the shape of the state in the air. Find Artesia on large map! Draw and label state of New Mexico with Artesia located on it	Maps - New Mexico United States Transparencies a. Only outline of U. S. b. outline of N. M. in U. S. A. c. Artesia in state of New Mexico.	Children will be able to produce a recognizable facsimile of their state with their town located.

Concept - Objective	Content	Activities	Resources Materials	Evaluation
o learn name and approximate ocation in relation to own town d state capital.	Location of Santa Fe	Review of state shape and location of own town. Discuss briefly what is a state capital? Our state capital is Santa Fe. It's name is Spanish Find its location on the big map. Look at the transparencies. Put the state capital in its proper location. Have children put Santa Fe on their map from previous lesson	Maps and transparencies of previous lessons.	Children will be able to locate state capital on their maps and write its name in the proper location.

Concept - Objective	Content	Activities	Resources Materials	Evaluation
To recognize the New Mexico flag.	Flag colors Design Meaning of Design	Display New Mexico flag. Discuss the colors. What color does it have for the main part? What does the design look like? The background is yellow for sunshine and red for our sunsets. The design is called a Zia. Each of the four rays have a meaning 1. 4 seasons 2. 4 elements 3. 4 directions 4. 4 parts of man's life baby, adolecent Man, old man.	New Mexico flag	Be able to tell colors of N. M. flag and what the design is called.

FIRST GRADE
SUBJECT: NEW MEXICO
Unit 8 Lesson 1

Concept - Objective	Content	Activities	Resources Materials	Evaluation
To recognize state flag.	Flag colors Design Meaning of design	Review - Flag colors and design Draw and color flag of New Mexico.	Paper and colors.	Children will be able to reproduce state flag.

FIRST GRADE
SUBJECT: NEW MEXICO
Unit 4 Lesson 1

Concept - Objective	Content	Activities	Resources Materials	Evaluation
To learn the name of the state flower.	Plants from N. M.	Have children tell the different plants they have seen in N. M. Give a description. Display pictures or/and slides of plants in New Mexico. Show picture of the Yucca. Give background of Yucca.	Pictures and for slides of N. M. plants. New Mex. magazine. Pictures of Yucca plants.	Children will recognize and identify Yucca plants.

Concept - Objective	Content	Activities	Resources Materials	Evaluation
To learn the name of the state flower.	The Yucca.	Let children make Yucca plants on construction paper. Use tissue paper cut in half inch squares to make blooms. Toothpicks for stem and leaves of plant.	½" white tissue squares Construction paper paste toothpicks Pictures of Yucca.	Children will construct a picture of yucca.

FIRST GRADE
SUBJECT: NEW MEXICO
Unit 5 Lesson 1

Concept - Objective	Content	Activities	Resources Materials	Evaluation
To learn state bird	State bird. Animals and bird in the state	Discuss animals and birds in N. M. What kind of place they live in and what they eat. What color are roadrunners? What do they eat? Why are they called roadrunners? Color a roadrunner.	Pictures of animals and birds found in N. M. Pictures of roadrunners Pictures to color of roadrunners.	Children know the name of the pame of the state bird.

ENGLISH AS A SECOND LANGUAGE

Unit I GREETINGS AND INTRODUCTIONS

A. Greetings
B. Introductions
C. Patterns
   1. Listening to teacher - Stories and Mother Goose Rhymes
   2. Hearing exercises.
   3. Speaking - oral responses
   4. Associating and writing names -- tracing names.
D. Activities:
   1. songs - "Good Morning to You" - "Where is Tommy?"
   2. games - One, two, three -- 10 little Indians -- Two little hands
   3. finger plays
   4. talking about pictures
   5. films --
   6. demonstrations -- Role playing --
E. Evaluation:
   1. Children's responses
      a.) telling their names
      b.) by telling something about the games they like to play.
      c.) by choosing to demonstrate and talk about something.

Unit II THE COLORS

A. The primary colors
   1. red, yellow, blue
   2. naming all red obj[illegible]e sees in the classroom.
   3. naming every child who is wearing something blue

Unit III RULES AND REGULATIONS

A. Teacher and pupils plan together, rules to follow
   1. Playground
   2. In the classroom
   3. In the halls
   4. Cafeteria
   5. Library
B. Children take turns to perform different tasks.
   1. Charts

Unit IV SCHOOL

A. Name of the School.
B. Child's name, grade, and teacher's name.
C. Friends--ag[illegible] name and residence of each.

Unit V HOME

A. Child's Home, address or location, city
B. Parents--name, work.
C. Siblings--name, grade in school, youngest in school.
D. Grandparents
E. Evaluation--Identifying self and others in the family

Unit VI THE COMMUNITY

A. Helpers
   1. nurse
   2. milkman
   3. fireman
   4. doctors
   5. grocer -- etc.

B. How each member helps.

Unit VII EXCURSIONS

A. Oral expression about experiences

B. Taping or recording oral sentences expressed by the children

Unit VIII VOCABULARY DEVELOPMENT

A. To use and recognize words learned in units worked out during the first 8 weeks.

B. Count to ten -- number concept

Unit IX PREPOSITIONS

A. Teach in, on, by, under, over, etc. . .

FIRST GRADE
SUBJECT: ESL
Unit 1 Lesson 1

UNIT TITLE: PEABODY LANGUAGE DEVELOPMENT KIT LEVEL I

Concept - Objective	Content	Activities	Resources Materials	Evaluation
To make the lesson interesting and have the children join in the activity spontaneously as in a regular game. To learn to enunciate words clearly and distinctly Follow directions		Listening to teacher Introducing P. Mooney Assist child in responding with: My name is Johnny. Listen to record 4-B which tells many things about P. Mooney. Play game with the P. Mooney stick. Follow Dir: Let P. Mooney give oral directions or commands such as: (A version of Simon Says) P. Mooney says, Stand up. Touch your neck.	P. Mooney Puppet Record 4-B Mooney Stick	Children will respond in complete sentences. Every child will participate in the P. Mooney Stick game.

FIRST GRADE
SUBJECT: ESL
Unit 2 Lesson 5

UNIT TITLE: PEABODY LANGUAGE DEVELOPMENT KIT LEVEL P

Concept - Objective	Content	Activities	Resources Materials	Evaluation
To learn the names of parts of the body. To recognize if manikin is a boy or a girl		Teacher assembles the manikin. Says: What is this? Encourage children to respond It is a boy. Name each part of the body Point to each body and ask: What is this? The children respond: This is a head. (etc.) Repeat until all children have named the parts. Activity 2, p. 9 Chant the sentences demonstrating the action and having the children repeat in unison. 3. Dissemble manikin name each body part as it is removed	Manikin (disassembled) Large PLDK case P. Mooney Puppet	Most children will be able to name the parts of the body assembled in the manikin.

UNIT TITLE: PEABODY LANGUAGE DEVELOPMENT KIT LEVEL P

Concept - Objective	Content	Activities	Resources Materials	Evaluation
To be able to assemble a manikin Name body parts Name parts of clothing Stress "these" and plural endings of words.		Place opened PLDK case with Solid Boy Manikin on one half of it! Children take turns rearranging one or more parts of the dissembled Manikin. Clothes: children should be able to identify pieces of clothes. Get the boy ready for school. Use sentence pattern: This is a shirt. These are pants. Repeat activity as time and interest suggest.	Disassembled Manikin Manikin clothes Solid Boy Manikin Large PDKL case	Some children should be able to name some body parts and articles of clothing. Some of the children should be able to dress the manikin completely. Repeat names of items of clothing in unison.

FIRST GRADE
SUBJECT: ESL
Unit 4 Lesson 8

UNIT TITLE: PEABODY LANGUAGE DEVELOPMENT KIT LEVEL P

Concept - Objective	Content	Activities	Resources Materials	Evaluation
Learn the names of the different fruit. Be able to find all the fruits that go together. Match plastic fruit with picture card. Learn song about fruit		Mr. P. Mooney will pull out a fruit from the bag and ask: What is this? Each child will have a turn in answering. Follow directions as individual children are asked to perform. Correct usage of <u>this</u> and <u>these</u> <u>This</u> is a lemon. <u>These</u> are lemons.	Food Cards Plastic Fruits and Vegetables P. Mooney Bag P. Mooney Puppet Record (5-A-3) (5-A-4) Record player	The children will be able to name different fruits. Will be able to match fruits with picture cards of fruit. Will be able to use <u>this</u> and <u>these</u> correctly.

FIRST GRADE
SUBJECT: ESL
Unit 5 Lesson 13

UNIT TITLE: PEABODY LANGUAGE DEVELOPMENT KIT LEVEL P

Concept - Objective	Content	Activities	Resources Materials	Evaluation
Listen to story. Learn names of 3 shapes. Experiment Create own designs		Story: The Three Shapes Have children sit in a semi-circle. Use large case as background for the Mag. geoni. Shapes Demonstrate throughout the story by appropriately placing and moving the geometric shapes. Place all mag. shapes around the edge of the PLDK and let children experiment with various combinations of shapes. Give each child a mimeographed copy of the circles triangles and squares to color. cut and paste making any design the child can create.	Color chips Large PLDK Case Magnetic Geometric Shapes Mimeographed copies of	Children will learn the names of the different shapes. Will observe designs made by the teacher. Will be able to create his own designs.

FIRST GRADE
SUBJECT: ESL
Unit 6 Lesson 4

UNIT TITLE: PEABODY LANGUAGE DEVELOPMENT KIT LEVEL P

Concept - Objective	Content	Activities	Resources Materials	Evaluation
Intr. (What's your, her, his, my) name: one two three	Correct usage of your, her, his, my	Identifying self and others by names. Matching one to one, the number of names one to three with corresponding series of people. Matching one-to-one objects and people Seat children in circle. Tap one pupil at a time, ask what his name is, and model the appropriate response for him to use. Point to 3 pupils, saying, one, two, three. Tchr. and pupils repeat one, two, three. T. What's your name? C. My name is _____.	Michigan Oral Lang. Series-Tchr's Manual Lesson 1	Children should be able to match 3 people with one, two, three. Three people in three chairs. Should be able to use <u>your</u>, my, his, her. What's correctly after teacher medels for them. Ex. What's his name? His name is _____. My name is _____. What's my name? Your name is _____. Her desk is here. etc.

Birthday unit

My Name is _____.

I am a _____ (boy or girl). I am _____ (age) years old. I live in a house with some other people. These people are my _____ (father) and _____ (mother). Another person is very little. He is the _____ (baby). Then I also have a _____ (sister) and a _____ (brother). I love all these people in my house. They are my _____ (family).

I Child's name
II Age
III Boy, girl
IV Parents
V Sister, brother, baby
VI Family
VII Friends
  a. at home
  b. at school
VIII Teacher should plan a special celebration for each child's birthday.
  A. Birthday songs
  B. " hats
  C. Decorated chains
  D. " cardboard Birthday Cake
  E. Special things to do
  F. A birthday party
    1. Introduce parent to class

MULTI-CULTURALISM 1st. Grade

Unit I SALUDOS Y NOMBRES
- A. Modismos para la manana, tarde y la noche
- B. "yo me llamo . . ."

Unit II CIVISMO
- A. "Mi maestra"
- B. Mi escuela
- C. Mi bandera
  1. Juramento a la bandera
  2. Colores de la bandera

Unit III LA FAMILIA
- A. Nombres apropriados de miembros de la familia
- B. Función de los miembros
- C. Los números (1-10) -- contar miembros de la familia.
- D. Los tamanos
  1. Comparar y diferenciar tamanos grande, mediano o pequeno usando los miembros de la familia.

Unit IV MODISMOS
- A. . . . pedir permiso . . .
- B. . . . decir gracias . . .
- C. Respeto y consideracion a gente mayor.
- D. Cuidado y consideración a menores

Unit V PRENDAS DE VESTIR PARA MENORES (NIÑOS)
- A. nombres apropiados de artículos de vestir
- B. función perteneciente al artículo de vestir
- C. Lugar perteneciente del artículo de vestir.
- D. Observaciones de colores y tamanos.

Unit VI PRENDAS DE VESTIR PARA MAYORES
- A. Nombres apropiados de articulos de vestir.
- B. Funcion perteneciente al articulo de vestir.
- C. Lugar perteneciente del articulo de vestir.
- D. Observaciones de colores y tamanos.

Unit VII EL HOGAR (Materialmente)
- A. Constitucion de una casa (Qué constituye una casa?)
- B. Nombres apropiados de cada cuarto.
- C. Función perteneciente de cada cuarto.
- D. Materiales necesarios para construccion.
- E. Medidos - en exprecion simple (grande, mediano o pequeno).
- F. Relacionar colores a casa y cuartos.

Unit VIII MUEBLES DEL HOGAR
- A. Nombres apropiados de artículos en general.
- B. Lugar apropiados de artículos en general.
- C. Funcion " " " " "
- D. Colores y dedidas " " " "

FIRST GRADE
SUBJECT: MULTI-CULTURALISM
Unit 1 Lesson 1

Concept - Objective	Content	Activities	Resources Materials	Evaluation
Obj: (Concentration on Sp.) Student will be able to respond and elicit a response to the greeting of "Buenos dias, Buenas Tardes y Buenas Noches." Concept: There are differences from culture to culture in the ways that people greet each other.	Oral: Repetition of "Buenos dias, buenas tardes y buenas noches."	Elicit oral response by knocking on door at mornings, for "Buenos días"; at noon for "buenas tardes" and afternoon for "buenas noches." Elicit response by showing appropriate picture of morning, noon or night. Reverse above teachers student activities.	Pictures showing time of day as either morning, day or night.	Teachers will orally elicit correct response from student after making greeting.

FIRST GRADE
SUBJECT: MULTI-CULTURALISM
Unit 2 Lesson 1

Concept - Objective	Content	Activities	Resources Materials	Evaluation
Concept: A sense of responsibility, honor and obedience towards a teacher. Obj Obj: Student will behave accordingly with responsibility, honor and obedience	Stories read. Oral discussion	Stories showing honor, obedience and responsibility will be read aloud. Examples will be given of such. Personal examples will be used and demonstrated by student and teacher activities. 1. Picking up a teacher's fallen pencil. 2. offering to help in menial activities. 3. saying "thank you." 4. saying "yes ma'm," etc. Cuaderno Mexicano Historia y Civismio p 29 Cuaderno Mexicano Lengua Nacional p. 123 #4 (Leerles y solicitar impresiones)	Appropriate books brought down to their level: 1. "Los Niños Heroes de Chapultepec" 2. "El Pescadito" Physical self included activities of teacher with student.	Elicit appropriate response or action by timely or untimely facing the student with the situation.

FIRST GRADE
SUBJECT: MULTI-CULTURALISM
Unit 3 Lesson 1

Concept - Objective	Content	Activities	Resources Materials	Evaluation
Obj: The student will be able to identify each member of a family appropriately. Concept: A family is conposed of some basic individuals. 1. Mama 2. papa 3. children	Family members	Name each member as image is shown and have them repeat. Coloring sheets of members. Evaluation games naming members.	Flash cards showing members of family Flannel images On doll like figurines	From any form of a family member image the student will name orally and correctly.

FIRST GRADE
SUBJECT: MULTI-CULTURALISM
Unit 4 Lesson 1

Concept - Objective	Content	Activities	Resources Materials	Evaluation
Obj: Student will be made aware of higher authority by having to ask permission and (pedir permiso) will do so at appropriate times. Concept: Manners play a big role in getting along in the world	Discussions	Oral repetition along with actions for activities such as: 1, getting a drink 2. going to the bathroom 3. permission to speak (by raising hand) 4. the phrase "May I" for eliciting permission instead of "Can I?"	(In English or Spanish) Utilization of stories: 1. El hijo Desobediente	Correct oral or physical action in every day basic activities performed in a classroom.

FIRST GRADE
SUBJECT: MULTI-CULTURALISM
Unit 5 Lesson 1

Concept - Objective	Content	Activities	Resources Materials	Evaluation
Obj: The student will be able to orally name and place each item of clothing accordingly Concept: There are differences and likenesses in clothing attire from different groups for the young, but they all serve a similar purpose.	Recognition of children's clothing.	A figurine of a youngster will be placed on the flannel board. One at a time each item will be manual and placed accordingly and written on board. For drilling, flash cards will be used. Coloring of items Paper Doll exercise Game "Simon Dice" (Ap. or Eng.) Interjection of simple extra question such as, "How many?" What Color?	Felt reproductions of items to use on flannel board where each child will place items on correctly. Flash cards for oral drilling Paper dolls for individual words (cut-outs)	Each child will name from flash cards each item correctly then dress a paper-doll accordingly with all items of clothing.

FIRST GRADE
SUBJECT: MULTI-CULTURALISM
Unit 6 Lesson 1 (PUNTOS DE VESTIR PARA MAYORES)

Concept - Objective	Content	Activities	Resources Materials	Evaluation
Obj: The student will be able to recognize and name each item of clothing accordingly and able to place it correctly. Concept: There are differences and likenesses in clothing for grown-up and they serve a particular need.	Recognition of grown-ups' clothing	A figurine of an adult will be placed on the flannel board. One by one a felt item will be named and placed accordingly and then written on the board. Flash cards will be used for oral drilling. (naming of items) Coloring Sheets-for coloring of items. Paper Dolls-or cut-outs will be dressed in a guided varcise. Game - "Simon dice" - (in Spanish or English to name items.) Interjection of spontaneous questions throughout presentations such as "Qué color es? Cuántos hay?	Felt reproduction and items of clothing. Flash cards Paper dolls or cut-outs.	Student will be able to dress a figurine placing each item correctly and identifying each as he does so.

MATEMATICA PARA LA EDUCACION PRIMARIA

BLUE MATH ONE BY ONE

SOUTHEASTERN NEW MEXICO BILINGUAL PROGRAM TITLE VII
ARTESIA PUBLIC SCHOOLS 1106 W QUAY AV.

CRITERION REFERENCED INVENTORY MATH I

COMMENTS: (COMPLETE WHEN STUDENT LEAVES YOUR CLASS AND SEND WITH PERMANENT RECORDS)

DATE ENTERED _____ DATE LEFT _____

MATH ENG./SPAN.

SHAPES:	●
CIRCLE ○	●
TRIANGLE △	●
RECTANGLE ▭	●
SQUARE □	●
COUNT AND WRITE TO 100 by 1's,2's,5's,10's	●
ADD. AND SUB. COMB. THROUGH 19	●
GREATER THAN	●
LESS THAN	●
NUMBER LINE	●
HOURS (TIME)	●
MONEY (1¢ 5¢ 10¢)	●

CURRICULUM GUIDELINE I

TODAY'S BASIC SCIENCE

LA CIENCIA I

SOUTHEASTERN NEW MEXICO BILINGUAL PROGRAM TITLE VII
ARTESIA PUBLIC SCHOOLS 1106 W QUAY AV.

CRITERION REFERENCE INVENTORY HEALTH/SCIENCE I

COMMENTS: (COMPLETE WHEN STUDENT LEAVES YOUR CLASS AND SEND WITH PERMANENT RECORDS)

DATE ENTERED _____ DATE LEFT _____

OBSERVES SAFETY RULES	●
OBSERVES CLEANLINESS HABITS	●
KNOWS WHAT IS PROPER DIET	●
HAS ADJUSTED TO SCHOOL	●
KNOWS PARTS OF BODY RELATED TO SENSES	●
KNOWS CONCEPT OF LIFE ANIMAL - PLANT	●
KNOWS WEATHER CHANGES SEASONS	●
KNOWS DAILY TIME CYCLE	●

SOCIAL STUDIES

●	INTERACTS WITH CLASS
●	SHARES WITH CLASS
●	FOLLOWS DIRECTIONS
●	RELATES WELL WITH FAMILY
●	KNOWS VALUE OF MONEY
●	KNOWS HIS/HER ADDRESS
●	KNOWS PARENTS NAME/ ADDRESS
●	KNOWS TELEPHONE NUMBER
●	WRITES FIRST/LAST NAME
●	KNOWS BIRTH STATISTICS
●	NAMES 5 COMMUNITY HELPERS
●	KNOWS SCHOOL PERSONNEL
●	

SOUTHEASTERN NEW MEXICO BILINGUAL PROGRAM TITLE VII
ARTESIA PUBLIC SCHOOLS 1106 W. QUAY AV.

SOCIAL STUDIES/MULTICULTURALISM LEVEL I

CRITERION REFERENCED INVENTORY

COMMENTS: (COMPLETE WHEN STUDENT LEAVES YOUR CLASS AND SEND WITH PERMANENT RECORDS)

DATE ENTERED _____ DATE LEFT _____

MULTICULTURALISM

KNOWS DIFFERENT FOODS	●
KNOWS DIFFEREN" DRESS	●
KNOWS DIFFERENT CLIMATES	●
KNOWS NEW MEXICO HERITAGE	●
KNOWS MULTICULTURAL LIT.	●
KNOWS MULTICULTURAL ART	●
KNOWS MULTICULTURAL MUSIC	●

S. S. L.

COMUNICA NECESIDADES BÁSICAS	
USA SALUDOS APROPRIADOS TÚ - UD.	
IMITA FONOLOGÍA DE ESPAÑOL	
DESCRIBE LA FAMILIA Y EL HOGAR	
DESCRIBE ACTIVIDADES ESCOLARES	
DESCRIBE ACTIVIDADES DE COMUNIDAD	
USA INFLEXIÓN CORRECTA EN FRASES, PREGUNTAS, MAND.	
SABE LOS COLORES EN CONTENIDO	
USA PREPOSICIONES CORRECTAMENTE	
USA "SER Y ESTAR" CORRECTAMENT EN EL PRESENTE	
USE "TENER" CORRECTAMENTE EN EL PRESENTE	
SABE LAS PARTES DEL CUERPO	
PRODUCE ORACIONES COMPLETAS	
USA GENERO Y NÚMERO DE [illegible]	
USA ARTÍCULOS DEFINIDOS BIEN	

ROCK KIT

PEABODY LANG. KIT

SOUTHEASTERN NEW MEXICO BILINGUAL PROGRAM TITLE VII
ARTESIA PUBLIC SCHOOLS 1106 W QUAY AV.

SPANISH AS A SECOND LANGUAGE - ENGLISH AS A SECOND LANGUAGE
LEVEL I
CRITERION REFERENCED INVENTORY

COMMENTS: (COMPLETE WHEN STUDENT LEAVES YOUR CLASS AND SEND WITH PERMANENT RECORDS)

DATE ENTERED _____ DATE LEFT _____

ROCK KIT

E. S. L.

COMMUNICATES TOILET NEEDS	●
COMMUNICATES COMFORT NEEDS	●
USES APPROPRIATE GREETINGS	●
IMITATES ENGLISH PHONOLOGY	●
DESCRIBES HOME AND FAMILY EXPERIENCES	●
DESCRIBES SCHOOL ACTIVITIES	●
DESCRIBES COMMUNITY ACTIVITIES	●
USES CORRECT INFLECTION IN QUESTIONS, STATEMENTS, AND COMMANDS	●
KNOWS COLORS IN CONTEXT	●
USES PREPOSITIONS CORRECTLY	●
USES VERB "TO BE" CORRECT IN PRESENT TENSE	●
USES VERB "TO HAVE" CORRECT IN PRESENT TENSE	●
KNOWS PARTS OF THE BODY	●
PRODUCES COMPLETE SENTENCES	●
CHANGES SINGULAR NOUNS TO PLURAL WITH S OR Z	●
USES PRONOUNS EFFECTIVELY	●

SPANISH READING

- LEFT TO RIGHT EYE MOVEMENT
- RECOGNIZE RHYMING WORDS
- RECOGNIZE CONSONANT SOUNDS
- KNOWS VOWEL SOUNDS
- BLENDS CONSONANT AND VOWEL
- RECOGNIZE ROOT WORDS
- FORMS PLURALS E, ES, CES
- RECOGNIZE MAIN IDEA
- RECITES ALPHABET
- KNOWS DAYS OF WEEK
- WRITES FIRST AND LAST NAME
- HAS SIGHT VOCABULARY OF _____ WORDS
- KNOWS COLORS
-
-
-
-
-

STEPPING STONES
PUG
SUN TREE
ZIP, POP, GO
GREEN FEET
BLUE DILLY DILLY

SOUTHEASTERN NEW MEXICO BILINGUAL PROGRAM TITLE VII
ARTESIA PUBLIC SCHOOLS 1106 W Quay Av.

CRITERION REFERENCED INVENTORY READING LEVEL I

COMMENTS: (COMPLETE WHEN STUDENT LEAVES YOUR CLASS AND SEND PERMANENT RECORDS)

DATE ENTERED _____ DATE LEFT _____

METODO ONOMATOPEYICO
EXPERIENCE CHARTS
CAMINO DE LA ESCUELA
APRENDEMOS A LEER
LANGUAGE IN HOME SPANISH
LANGUAGE IN HOME ENGLISH

ENGLISH READING

- LEFT TO RIGHT EYE MOVEMENT
- RECOGNIZE RHYMING WORDS
- RECOGNIZE CONSONANT SOUNDS
- KNOWS SHORT VOWEL SOUNDS
- KNOWS LONG VOWEL SOUNDS
- BLENDS CONSONANT AND VOWEL SOUNDS
- RECOGNIZE ROOT WORDS
- FORMS PLURALS S, ES, IES
- RECOGNIZE MAIN IDEA
- RECITES ALPHABET
- KNOWS DAYS OF WEEK
- WRITES FIRST AND LAST NAME
- HAS SIGHT VOCABULARY OF _____ WORDS
- KNOWS COLORS
-
-
-
-